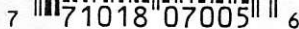
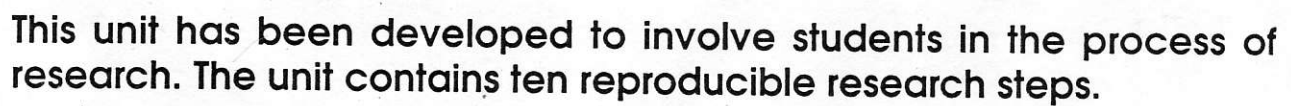


VISIT...

LANZAROTE
Caliente.COM



5-8



The Solski Group

STEPS in the RESEARCH PROCESS

Table of Contents

Introduction	2
Ways The Book May Be Used.....	2
Understanding The Assignment	3
Begin A Research Folder.....	4
Select a Topic	5
Brainstorm Your Topic	6 - 7
Locate Sources of Information	8
Select Appropriate Information	9
Write a Bibliography	10 - 12
Skimming	13
Record Information	14 - 15
Organize Your Material	16
Final Presentation	17 - 30

© 1996 S & S Learning Materials Limited
Permission is granted to the individual teacher who purchases one copy of "**Steps in the Research Process**", to reproduce the activities for use in his/her classroom only. Reproduction of these materials for an entire school or for a school system, or for other colleagues or for commercial sale is strictly prohibited.

STEPS in the **RESEARCH PROCESS**

DEDICATION

This book is dedicated to the students of Stouffville Christian School.

INTRODUCTION

As we enter the Information Age, the emphasis in education is shifting towards research based learning. Teachers are assuming the role of a facilitator by providing a solid base for the process of researching and giving the students the opportunity for developing these essential lifetime skills.

This unit is on how to follow the process of research. It has been tested, and reworked at the Intermediate level. A teacher may use it in the Primary and Junior grades with modification. It is a success oriented programme. As students follow the process with their teacher, they will experience success and gain confidence in their own abilities. There is a 'Research Process Evaluation' on page 30 which helps the teacher assess the students' ability to follow the ten steps outlined in this book. The final evaluation will need to include your own assessment of the students' oral or written presentation.

OBJECTIVES

1. To direct students towards research based learning.
2. To develop steps students should follow while researching.
3. To provide students with independent skills that will aid them to produce a complete, concise written project.

THIS BOOK MAY BE USED IN SEVERAL WAYS

1. It may be photocopied in its entirety. Each student is given a copy for the duration of the study. These copies may be used again with other students.
2. The pages may be handed out as the teacher presents each step. The students file these in their notebooks and have a copy of their own.
3. Each page stands on its own. Individual pages may be used and integrated with other subjects. e.g. Audience Responsibility, page 25, can be used in many different areas.

THIS IS A SUCCESS ORIENTED PROGRAMME

STEPS in the RESEARCH PROCESS

STEP 1 UNDERSTANDING THE ASSIGNMENT

1. Your teacher will **introduce the subject** that you are going to research.
2. You will be given a variety of topics to choose from that directly relate to the subject.
3. The teacher will **discuss the format** to be used.

This might be:

AN ORAL PRESENTATION

A WRITTEN PRESENTATION

A VISUAL PRESENTATION

The process is the same up to **STEP #9**.

4. Your teacher will set a **DUE DATE**.

A due date keeps you focused and moving steadily towards that date.

The teacher may be flexible as the research may take longer than expected.

5. The teacher will explain the **EXPECTATIONS** of the research project by showing you how the **FINAL EVALUATION** will be made.

Keep the evaluation at hand and review it frequently so that you know you are on task.



Follow Me

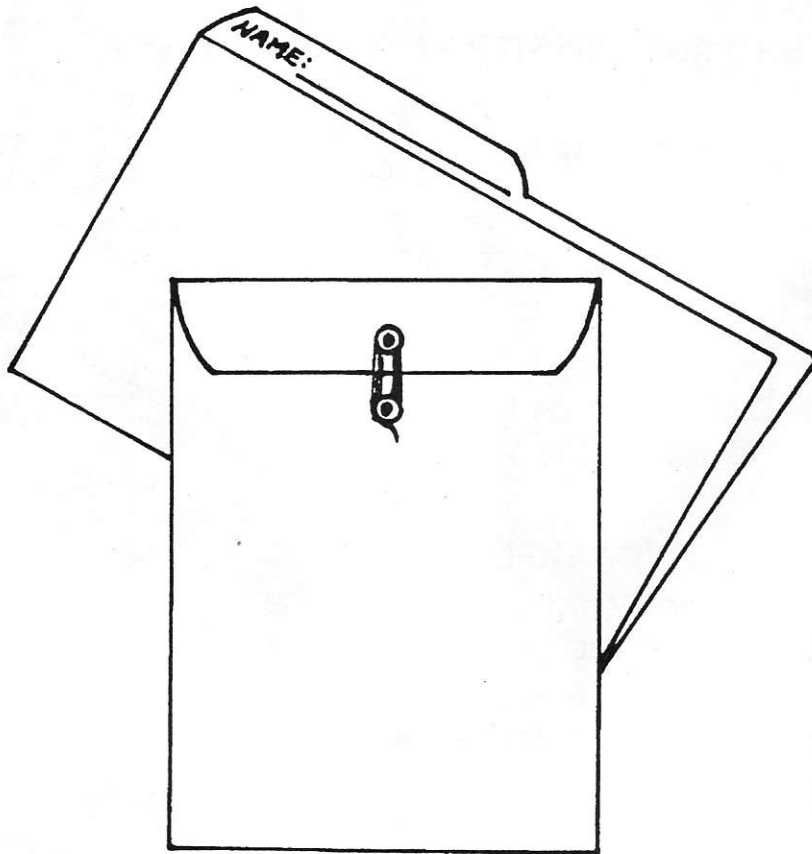
STEPS in the RESEARCH PROCESS

STEP 2 BEGIN A RESEARCH FOLDER

1. You will need a **file folder** or a **large envelope**.
2. Write your **name** and the **subject** on the folder or envelope.
3. File **everything** that pertains to the research project.

Keep all handouts that your teacher may give you such as the evaluation sheet, the list of suitable topics and any worksheets such as your thought-web.

Keep everything you gather, notes, articles, pictures and any photocopies that you make from books that cannot be removed from a library.



STEPS in the RESEARCH PROCESS

STEP 3 SELECT A TOPIC

Your teacher will give you a good variety of topics to choose from that are related to the main subject. She/He will choose topics where resources are readily available at the school.

1. Choose a topic that **interests** you. Be ready to accept a second or third choice. When the research is shared, we learn from a variety of topics.
2. Choose a topic where **resources** are **readily available** to you. Perhaps someone in your family is a good resource. Don't miss this opportunity.
3. Be flexible. Don't become discouraged. Are you having difficulty with resources or interest? **Conference with your teacher.** She/He wants you to be successful and enthusiastic. Your teacher will help you get started or may advise you to change directions by choosing another topic.

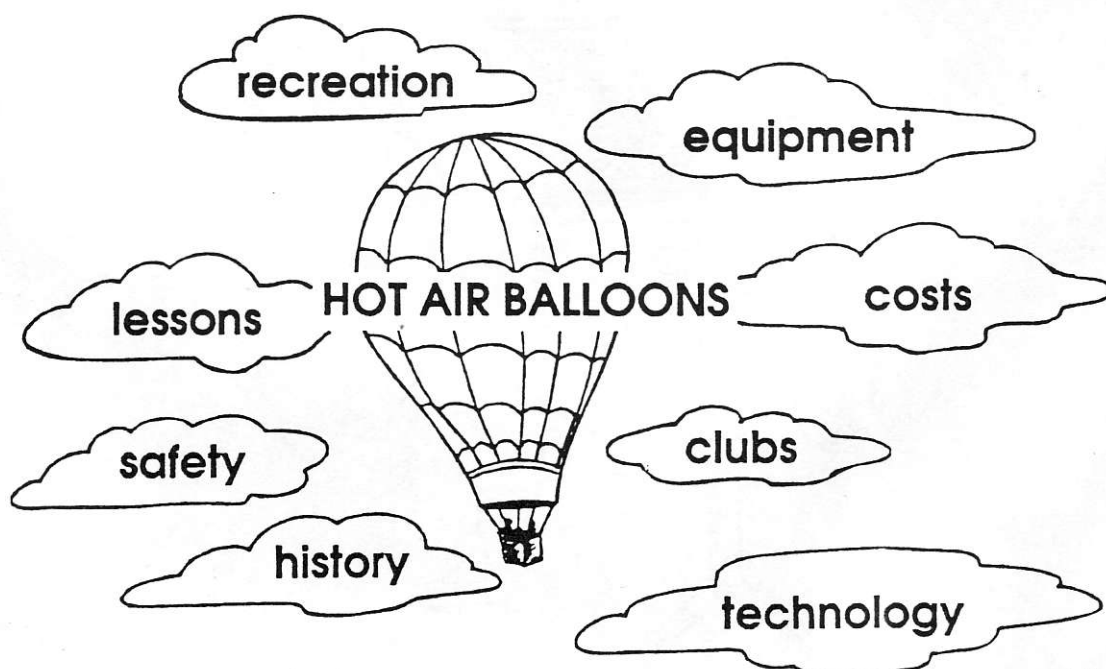


STEPS in the RESEARCH PROCESS

STEP 4 BRAINSTORM YOUR TOPIC

HOW TO DRAW A THOUGHT WEB

1. In the centre of your page, write the topic that you have chosen in one or two words.
 2. Brainstorm your topic by writing as many sub topics as you can think of that pertain to your topic.
 3. Highlight three or four that interest you the most.
- You may have too many sub topics.
 - You may not be able to find information on some of the sub topics.
 - As you research, you may discover a new sub topic that you hadn't thought of.
 - You may find that some topics are interesting and others are dull.



STEPS in the RESEARCH PROCESS

WRITING YOUR THEME

THE THEME IS THE MAIN IDEA OF YOUR SPEECH

Write your **THEME**. This will help you plan your talk.

Make sure that the **THEME** is clear in your mind and write it in a full sentence below your thought web.

THIS IS YOUR THEME SENTENCE.

All the information that you gather and record should support your **THEME** in some way.

You may want to use your **THEME SENTENCE** as part of your essay (or speech) to make sure that the theme is also clear to your reader (or audience).

THE THEME IS THE FOCUS OF YOUR TOPIC

STEPS in the RESEARCH PROCESS

STEP 5 LOCATE SOURCES OF INFORMATION

1. **SCHOOL LIBRARY:** Your teacher will have chosen a subject that has enough information for the class to do a thorough research on your topic and sub topics using your own school library.

Your school library will have:

BOOKS, MAGAZINES, ENCYCLOPEDIAS, VERTICAL FILES, ATLASES, PAMPHLETS, FILMS, VIDEOS, NEWSPAPERS AND COMPUTER DATA.

2. **PUBLIC LIBRARY:** You will find a wealth of information at your local Public Library.
3. **FIRST HAND INFORMATION:** These are your own personal experiences and they will add life to your talk.
4. **EXPERIENCE OF OTHERS:** Interview someone who is familiar with your subject. Take good notes or use a tape recorder.



STEPS in the RESEARCH PROCESS

STEP 6 SELECT APPROPRIATE INFORMATION

Now you are ready to gather your material to support your theme.

Use a variety of information, illustrations, facts, quotations, charts and anecdotes and of course books and encyclopedias.

If the information is interesting to you, it will interest your audience.

If the information seems dull then leave it out.

You want to be enthusiastic. The audience will catch your enthusiasm.

- **SCAN: TO LOOK OVER HASTILY OR AT A GLANCE.**
- **SCANNING HELPS YOU LOCATE A SPECIFIC PIECE OF INFORMATION QUICKLY.**
- **LOOK FOR THE KEY WORDS AND IDEAS.**

1. Scan the book or source for relevant information.
2. When you have a good book or other source, begin your Bibliography. It is very easy to forget the title and lose the book on a library shelf.

BIBLIOGRAPHY: A LIST OF THE BOOKS, ARTICLES ETC., AUTHORSHIP, EDITIONS AND DATES OF THE BOOKS THAT YOU USE IN RESEARCHING.

HOW TO WRITE A BIBLIOGRAPHY

STEPS in the RESEARCH PROCESS

STEP 7 WRITE A BIBLIOGRAPHY

1. Book, one author:

Author's last name, Author's first name, Title of Book,
Place of publication: publisher, date of publication.

Example:

Lauber, Patricia. What do you see and how do you see it?
New York: Crown Publishers, Inc., © 1994.

2. Book, two authors:

Author 1's last name, Author 1's first name, and Author 2's first and last name. Title of Book. Place of Publication: publisher, date of publication.

Example:

Everets, Tammy and Bobbie Kalman. Weird Animals. Niagara-on-the-Lake:
Crabtree Pub. Company, © 1995

3. Article in encyclopedia:

"Name of article", Name of Encyclopedia, volume number, page number
(Place of publication: publisher, date of publication).

Example:

"Tarantula", World Encyclopedia, vol. 10, pp 39-40 (Toronto: World Book,
Inc. © 1988)

4. Book with editor:

Editor's last name, editor's first name, ed. Title of Book. Place of Publication:
publisher, date of publication.

Example:

Crump, Donald J., ed. National Geographic Book of Mammals. Washington
D.C.: The National Geographic Society, © 1981.

BIBLIOGRAPHY CONTINUED

5. Newspaper article, signed:

Author's last name, Author's first name. "Title of Article", Name of Newspaper, day and date of newspaper, page number, column number.

EXAMPLE:

Ruta, Mike. "Board to Talk More Budget", Stouffville Tribune, April 8, 1995, p.1, col.1.

6. Newspaper article unsigned:

"Title of Article", Name of Newspaper, date of newspaper, page number, column number.

EXAMPLE:

"Greenhouse Gases Deal 'Big Win'", The Toronto Star, April 8, 1995, p. A3, col.1.

7. Pamphlet:

Title of Pamphlet. Sponsor of pamphlet. Place of publication: publisher, year of publication.

EXAMPLE:

Facts About Inhalants. Addiction Research Foundation. Toronto: Addiction Research Foundation, © 1989.

8. Weekly magazine article:

Author's last name, Author's first name. "Title of Article", Name of Magazine, volume number, date of publication, page number.

EXAMPLE:

Axthelm, Pete. "Money, Manners and Tennis", Newsweek, C11, July 4, © 1983, p. 82.

BIBLIOGRAPHY CONTINUED

9. Books, no author:

Name of Book. Name of translator or editor. Place of publication: publisher, date of publication.

EXAMPLE:

Conflict, Order and Action. Edited by Ed Ksenych and David Liu. Toronto: Canadian Scholars Press, © 1992

10. Story from anthology:

Author of article last name, Author of article first name. "Title of Article". **Name of Book.** Edited by name of editor. Place of publication: publisher, date of publication.

EXAMPLE:

Frost, Robert. "Stopping by Woods on a Snowy Evening". **Anthology of Children's Literature.** Edited by Edna H\Johnson, Evelyn R. Sickels and Frances Clark Sayers. Boston: Houghton, Mifflin Company, © 1959.



SKIMMING

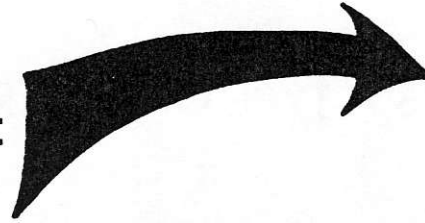
SKIMMING IS A TYPE OF FAST READING TO GET A QUICK OVERVIEW.

1. To skim, move your eyes quickly over the page. Look for titles, subtitles and pictures that will give you a quick impression of the material.
2. Flip through the book from cover to cover. Illustrations help give you a good overview.
3. Look at the chapter headings, indexes and summaries.
4. The book jacket is an excellent summary of the contents. Does it cover the topic and subtopics that you have chosen? Is the book out of date or is it a recent publication?
5. Look for information about the author. Is the book reliable? Is the author likely to be biased or will she/he give a fair point of view?
6. Skim the Table of Contents for relevant subtopics.
7. Check the Index for specific references to your topic.
8. The opening and closing paragraphs of chapters often contain summaries of the chapters.

STEPS in the RESEARCH PROCESS

STEP 8 RECORD INFORMATION

Follow your NOTEMAKING SHEET:



1. Begin each day with the **date** in the upper right hand corner.
2. Begin a **Bibliography** by jotting down the book that you are working with and the page numbers.
3. Find the material that you are looking for in an index. **Read carefully** to find what you think is interesting and important.
4. **MAKING POINT FORM NOTES:**
 - record important information
 - in point form
 - begin with a hyphen
 - no punctuation needed
 - sentences unnecessary
 - develop your own symbols/abbreviations
 - main ideas important
 - in your own words

PLAGIARISM IS THE ACT OF TAKING AN IDEA, AN EXPRESSION OR THOUGHT FROM THE WORK OF ANOTHER WRITER AND USING IT AS YOUR OWN. THIS IS UNLAWFUL. EACH OF YOU IS FULLY CAPABLE OF WRITING WHAT YOU LEARN IN YOUR OWN WORDS.

Date in the upper right hand corner. I think I'll make a date with Laura.



STEPS in the RESEARCH PROCESS

STEP 9 ORGANIZE YOUR MATERIAL

COLOUR CODING YOUR TOPIC:

When you have enough material on your topic, you need to organize it.

1. Choose a different coloured marker to highlight each sub topic. This is your **COLOUR CODE**.
2. Create a **LEGEND** to represent your colour code.
3. **HIGHLIGHT** your point form notes according to your sub topics. (e.g. all one sub topic is highlighted in green). You may circle sections, bracket sections or use x's. Develop your own method.

Now at a glance you can quickly locate all your information on one sub topic.



YOU ARE READY TO WORK ON YOUR

FINAL PRESENTATION

STEPS in the RESEARCH PROCESS

STEP 10 FINAL PRESENTATION

The final stage in the **RESEARCH PROCESS** is presenting your finished work.

There are a variety of **FORMATS** in which to present your research:

ORAL WRITTEN VISUAL

A ORAL

B WRITTEN

C VISUAL



STEPS in the RESEARCH PROCESS

AN ORAL PRESENTATION

THE INTRODUCTION:

The **introduction** is to gain the **attention** of the audience. Give it some "**punch**". Zap them with a zinger. Do whatever you have to do to get their attention!

An anecdote: This is a humorous beginning that helps to relax the audience. It could be a quick skit, the use of a prop or an unusual entry. If your theme is serious, the anecdote should elicit empathy.

An explanation of the title: This introduction is particularly helpful if your title gives only a small clue to what the subject is about. Make it brief and catchy.

A statement of your theme: If you know that your topic will generate immediate interest, you might begin by dynamically stating your theme.

THE BODY:

The **body** is the major part of your talk.

It should be interesting, informative and entertaining to a degree.

After you have the attention of your audience, give them the facts and details that support your theme. This is the "**meat**" of your speech.

Put your points in logical order. This is good organization.

THE CONCLUSION:

The conclusion (or ending) is a summary of the **main points** of your talk.

It should be **brief**.

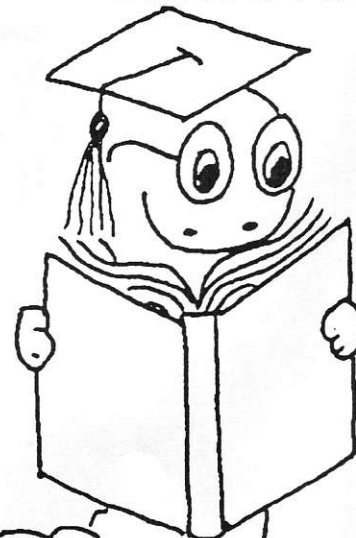
Do not introduce any new information

The conclusion is a good place to **repeat your theme** for emphasis.

Be sure your audience knows that you are finished.

Smile and thank them for their attention.

INTRODUCTION



BODY

CONCLUSION

STEPS in the RESEARCH PROCESS

CUE CARDS

Put your speech in **point form** on cue cards.

Use **file cards**, or cut cardboard into rectangles about 8 cm. by 14 cm.

Number each card to keep them in order.

Write **clearly** and **large** enough to be read easily.

Highlight places that you want to **stress**.

Highlight where you intend to use **visual aids**.

Try to use cue cards as a **guide** only.

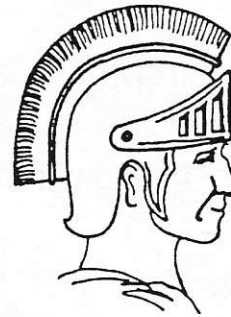
A memorized speech sounds **unnatural**.

STEPS in the RESEARCH PROCESS

THE USE OF VISUAL AIDS

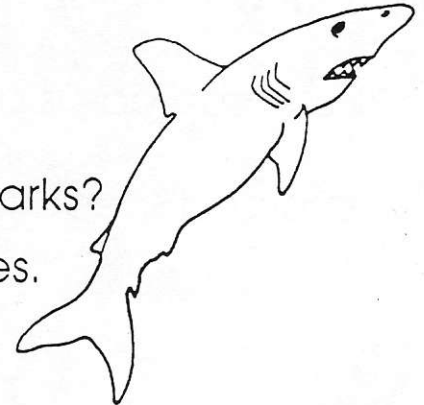
The use of visual aids is very important. There is a saying that "a picture is worth a thousand words". An audience understands more easily with visual aids and it keeps their interest. Speakers today use visuals extensively. It makes the difference between a vibrant, creative speech and a dull lecture.

Are you speaking about the Roman Military?
Wear a Roman helmet.



Are you talking about your doll collection?
Bring one of your dolls.

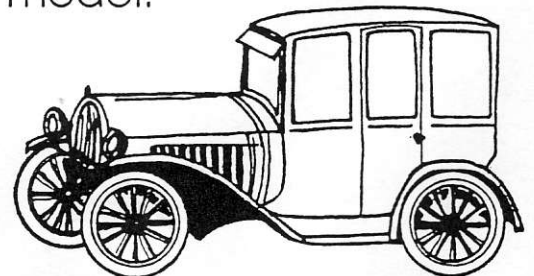
Are you talking about sharks?
Have some good pictures.



Is your hobby antique car models?
Bring a model.

Bring a model.

Are you a photographer?
Show slides or photographs.



VISUAL AIDS ENHANCE A SPEECH

STEPS in the RESEARCH PROCESS

THE USE OF VISUAL AIDS

Here are some visual aids that you might want to use to enhance your speech:

PICTURES

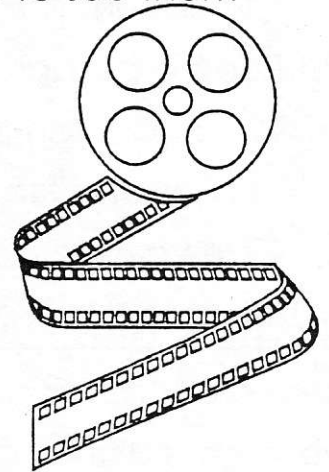
- use big pictures
- can everyone see them - walk around with them
- talk about them
- take your time - give your audience time to see them

PHOTOS

- mount them on cardboard
- pass them around after your talk

SLIDES

- can the room be darkened?
- use six or eight good slides
- show them slowly
- talk about them as you show them
- arrange them in order, right side up
- have a student be your light manager



OVERHEADS

- let someone else work the machine
- speak loudly over the fan of the machine
- practise using the machine before you use it
- have an extension cord

SKITS

- keep them short
- make your point or message clear
- don't involve too many students - one or two
- don't let the skit take over the content

ARTICLES

- follow the same rules as PICTURES

DEMONSTRATIONS

- keep it simple
- follow a step-by-step sequence

BLACKBOARDS

- you may want to write your work ahead of time
- use it to demonstrate with diagrams as you speak
- write neatly; use coloured chalk

VIDEOS

- use only short clips of two or three minutes
- edit carefully so you are right on the clip

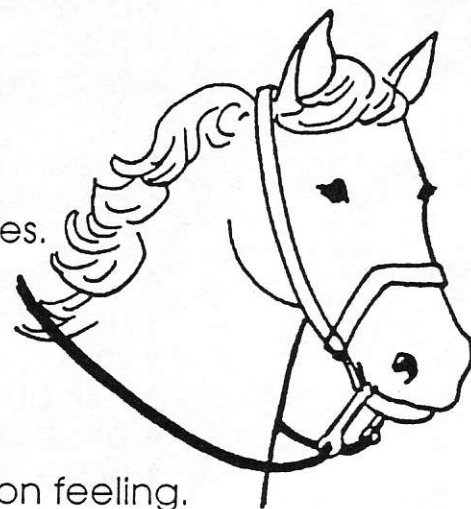
STEPS in the **RESEARCH PROCESS**

EXTEMPORANEOUS SPEAKING

During the research process and before you give your oral presentation, your teacher may provide opportunities for you to speak extemporaneously. This means without prepared notes, "off the top of your head". This is an excellent opportunity for you to get used to more formal situations in front of your peers. They may help you with positive criticism. It is a good time for self evaluation.

SOME IDEAS FOR SPEAKING ARE:

1. Give a summary of one of yesterday's lessons.
2. Read a paragraph from a book or read a poem.
3. Talk about familiar activities, family pets, or hobbies.
4. Tell about a trip.
5. Give your opinion on a current event.



OVERCOMING NERVOUSNESS:

There are some things to remember about this common feeling.

Everyone is different. Some students love to speak in front of their peers. Others do it because it is required. Most find it difficult.

Discuss this as a class. Try to be open and share your feelings. You are not alone. If one of the class shares honest feelings then you as a class need to seek solutions.

HERE ARE A FEW SOLUTIONS:

1. Empathize with those who find it difficult. They have trusted you enough to share feelings.
2. Keep in mind that you are holding a conversation with your peers. Try eyeballing a good friend that you trust. Just talk to them.
3. Come well prepared. Know your material. Practise out loud, getting used to your own voice.
4. During practice sessions, choose a subject that you are familiar with. Go to the front of the room, and have the class and teacher ask you questions. It won't take long before you take over because you know all about your subject and the class will be applauding your efforts.

STEPS in the RESEARCH PROCESS

THE WHATIFS.....



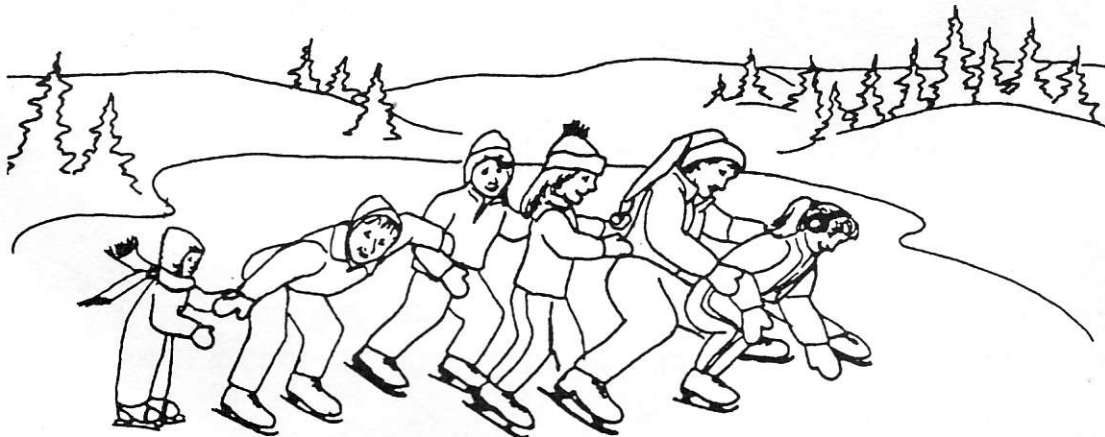
WHATIF.....

1. ... you drop your cue cards and they scatter.
2. ... the overhead blows a fuse... or the power goes off.
3. ... the fire alarm rings for a fire drill.
4. ... Dr. Fluoride knocks with her little cups of pink goo.
5. ... Mom knew how to drape the sheet for a toga at home, but now it just won't stay on for you.
6. ... you finish your speech, but you forgot a whole section.

WHATIF...

1. ... we all did some planning and problem solving using FORESIGHT.
2. ... we have an understanding teacher who cares about our feelings.
3. ... our peers care so much about us that they solve the problem.
4. ... none of these things really mattered. We're just kids who are learning to speak confidently. We're not speaking to an audience of thousands... YET!

WE'RE A TEAM. WE CARE. OUR TEACHER CARES.



STEPS in the **RESEARCH PROCESS**

PRACTISE YOUR PRESENTATION

1. Read through your material several times until you are sure of it.
2. Underline the material that you particularly want to emphasize as a reminder of voice changes and added expression.
3. Know your notes so well that you can talk about your subject. If your head is down reading your notes, you will soon lose the interest of your audience.
4. Do not memorize your speech. Your notes are in point form and should be used as a guide.
5. Practise your talk in front of a mirror. Speak out loud so you can get used to your own voice. Add facial expressions and gestures. Do it several times until you feel comfortable.



**YOUR ENTRY AND INTRODUCTION
ARE YOUR FIRST IMPRESSION**

MAKE IT COUNT !

**WHAT YOU SAY AND HOW YOU SAY IT ARE OF EQUAL
IMPORTANCE.**

A STIMULATING "ZIPPY" TALK DELIVERED BY A
MONOTONE SPEAKER GIVES US TIME TO DAYDREAM,
PERCHANCE TO SLEEP.

STEPS in the RESEARCH PROCESS

AUDIENCE RESPONSIBILITY

Most of the formal talks that you give are to your classmates. They are the same age as you and they share common feelings and fears. You know that they will be supportive.

Being a member of the audience requires as much responsibility as being the speaker.

HERE IS HOW YOU CAN BE SUPPORTIVE:

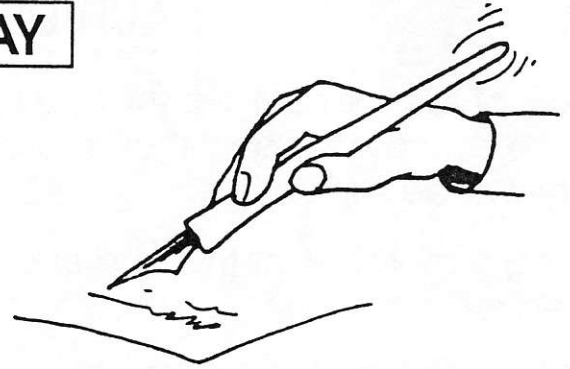
1. Are you comfortable? Is your desk clear of distraction? Can you hear? Indicate politely if you can't.
2. Be a good listener. Pay strict attention to the speaker. The last speaker has worked as hard and deserves as much attention as the first speaker.
3. Sometimes a speaker's subject may not be of special interest to you. You still have the responsibility to listen carefully to the speaker.
4. Your support gives the speaker a wonderful boost to his/her confidence. Your body language can hinder or help the speaker. Practise body language that encourages the speaker.
5. Remember, this is not a contest. You are trying to help one another become better speakers.
6. If a speaker forgets to do something or needs help, quietly assist.
7. Do not get a speaker all hyped up before she/he is about to speak. Offer encouragement by asking if there is anything that you can do to help.
8. You did it! We're all proud of you. We will show our support with sincere enthusiasm. Criticism from teachers or students has no place here.

Congratulations



STEPS in the RESEARCH PROCESS

A WRITTEN ESSAY



THE INTRODUCTION:

The introduction is to gain the attention of the reader. Give it some "punch". Zap them with a zinger. Do whatever you have to do to get their attention!

An anecdote: This is a humorous beginning that captures the interest of your reader. It is a short story that can be true or fictional. It must relate to your theme. If your theme is serious, the anecdote should elicit empathy.

An explanation of the title: A brief, catchy introduction is particularly helpful if your title gives only a small clue to what the subject is about.

A statement of your theme: If you know your topic will generate immediate interest you might begin by stating your theme.

THE BODY:

The **body** is the major part of your essay.

It should be interesting, informative and entertaining to a degree.

Give the facts and details that support your theme. This is the "meat" of your essay.

Put your points in logical order. This is good organization.

THE CONCLUSION:

The conclusion (or ending) is a summary of the main points of your essay.

It should be a brief paragraph. Do not introduce any new information.

It is a good place to repeat your theme for emphasis.

WRITE A ROUGH DRAFT.

USE EVERY OTHER LINE SO YOU CAN MAKE CORRECTIONS EASILY.

STEPS in the RESEARCH PROCESS

EDIT THE ROUGH DRAFT

ENRICHING AND IMPROVING:

Editing and **proofreading** are very important steps. Your task is to get your writing ready for publishing.

A fellow student, teacher or a parent may point out mistakes in spelling, punctuation, sentence structure or grammar.

A **dictionary** will give you correct spelling.

A **thesaurus** is of utmost value at this stage to help you find colourful words to replace dull or ineffectual language.

Intersperse your work with **opinions**, **observations** and **anecdotes**. Keep the interest of your reader all the way through.

Will your **introduction** capture the attention of your reader?

Have you tied your essay together with your **closing**?

TEACHERS

PARENTS



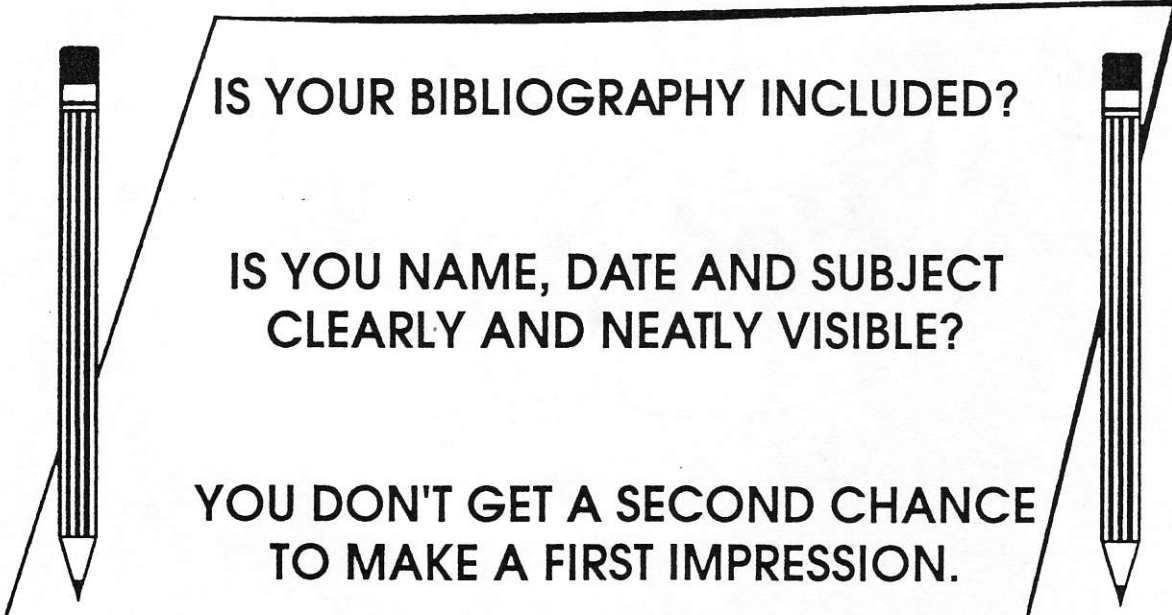
PEERS

STEPS in the **RESEARCH PROCESS**

FINAL WRITTEN PRESENTATION

Now you are ready to write your FINAL PRESENTATION.

1. Use quality paper. If you use plain paper, put a lined sheet underneath so it is done neatly.
2. Keep your writing well spaced. Centre your title. Leave several lines before you begin writing. Indent your paragraphs. Leave a line between paragraphs.
3. Write in pen in your best handwriting.
4. If you are using a computer, you will need to know some of the basic procedures for format. Good spacing makes a pleasing presentation.
5. A title page that is attractive, neat and creative inspires the reader to read on.
6. Use a new folder or duotang to present your final essay to your teacher. Do not use the folder that you have been collecting your research in as it has probably become untidy. You have worked hard on this project. It deserves the best.



IS YOUR BIBLIOGRAPHY INCLUDED?

**IS YOUR NAME, DATE AND SUBJECT
CLEARLY AND NEATLY VISIBLE?**

**YOU DON'T GET A SECOND CHANCE
TO MAKE A FIRST IMPRESSION.**

STEPS in the RESEARCH PROCESS

VISUAL PRESENTATION

This is probably the most enjoyable way to present your final research.

There are so many ways to do a visual presentation.

Just use your imagination!

HERE ARE SOME WAYS:

MAPS, CHARTS, DIAGRAMS

PICTURES, PHOTOGRAPHS

OVERHEAD TRANSPARENCIES

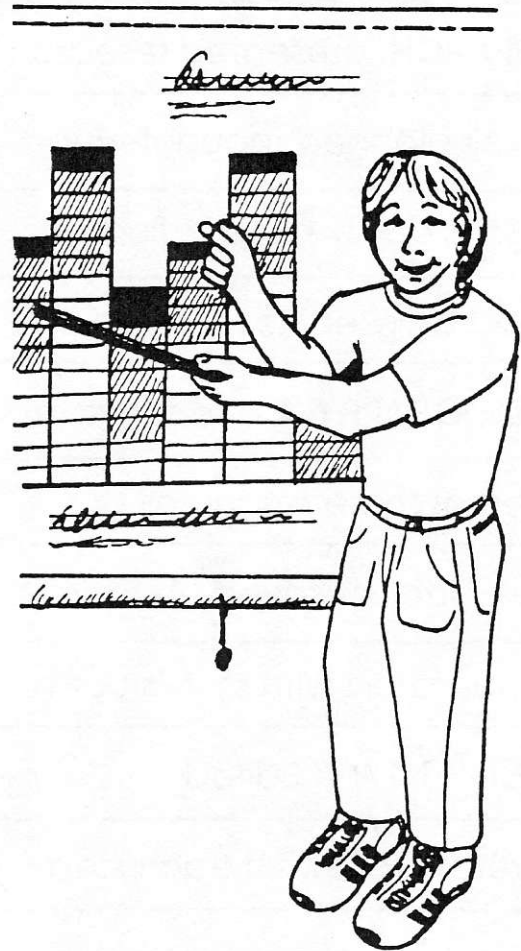
A FILM REVIEW, HOME VIDEOS

SCRAPBOOK

A LEAFLET

A NEWSPAPER

BRISTOL BOARD POSTER



A VISUAL PRESENTATION MEANS THAT YOU ENHANCE YOUR WRITTEN CONTENT WITH PICTURES.

INTERPERSE YOUR PROJECT WITH EXCERPTS AND PARAGRAPHS FROM YOUR RESEARCH INFORMATION.

DID YOU INCLUDE YOUR BIBLIOGRAPHY?

STEPS in the RESEARCH PROCESS

RESEARCH PROCESS EVALUATION

STUDENT: _____

TOPIC: _____

Excellent /3	Satisfactory /2	Poor /1	/3	/2	/1
1. RESEARCH: presented research papers in order					
2. A well-planned thought-web					
3. Organized by highlighting					
4. Good daily entries - dated					
5. BIBLIOGRAPHY: Correct format/punctuation					
6. Three or more resources					
7. Work Habits: Stayed on task					
8. Cooperated with staff/students					
9. ROUGH DRAFT: Edited					
10. Carefully followed each step					
TOTAL /30					

COMMENTS: _____

PARENTS' SIGNATURE AND COMMENTS:

STEPS in the **RESEARCH PROCESS**
